

ВЫСШЕЕ
ПЕДАГОГИЧЕСКОЕ
ОБРАЗОВАНИЕ

Р. П. Мильруд

Методика преподавания английского языка

English Teaching
Methodology



дрофа

Высшее образование

ПОСОБИЕ
ДЛЯ СТУДЕНТОВ
ПЕДАГОГИЧЕСКИХ ВУЗОВ



Высшее
педагогическое
образование

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English Teaching
Methodology

*Допущено Министерством образования и науки
Российской Федерации в качестве учебного пособия
для студентов высших учебных заведений,
обучающихся по специальности «Иностранный язык»
в области образования и педагогики*



ДРОФА
Москва • 2005

УДК 372.881.111.1
ББК 74.268.1Англ.
М60

Мильруд, Р. П.

М60 Методика преподавания английского языка. English Teaching Methodology : учеб. пособие для вузов / Р. П. Мильруд. — М. : Дрофа, 2005. — 253, [3] с.

ISBN 5-7107-8495-8

Пособие содержит теоретический материал и задания для проверки его усвоения, а также исследовательские задания. Новизна данного курса обусловлена как содержанием предлагаемых материалов, так и формами их подачи (в виде модулей).

Пособие может быть использовано студентами и преподавателями языковых факультетов педагогических вузов.

УДК 372.881.111.1
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ISBN 5-7107-8495-8

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Foreword

This course for English language teaching is comprised of "modules". A "module" is a self-contained unit used as a component of a larger system, which can be pulled out and used independently, inserted back and applied in combination with other components, or presented in a new sequence and form a part of a new teacher training pack.

The book explores BANA (British, Australian and North American) methodology of English language teaching. This is done to fill the existing gap and to complement what Russian teachers of English already know from methodology resources.

The modules cover the areas of communicative language teaching, the ways to teach English pronunciation, grammar and vocabulary. It develops the pre-service and in-service teachers' professional skills of teaching to speak, listen, read and write. A separate module tackles the issue of language testing. The conclusive module introduces the concept of the English language lesson and describes ways to make it more effective. "Quick check" is a "true-false" test to assess one's proficiency in the knowledge of English language teaching methodology.

Every module includes "warming-up discussions" to activate the trainees' prior knowledge, to motivate them for particular studies and to prepare them for the issues to be raised. An essential part of every module is "input reading" with the aim to introduce relevant information and to create a solid foundation for critical thinking and discussions. "Self-assessment questions" (SAQ) are used to check the knowledge, comprehension and intake of subject-related input. An essential part of every module is a set of "exploratory tasks" designed for developing teachers' critical thinking and research skills. "Micro-teaching" develops in trainees the necessary practical skills and further enhances processes of professional reflection. "Integrated tasks" are mini-projects at the end of every module, in which the trainees give a theoretical rationale, demonstrate practical application of knowledge and reflect on the procedure.

Each module contains answer keys, glossary of the essential terms, references and further reading.

The modules are useful for both "pre-service" and "in-service" English language teacher training and development. The training sessions are conducted interactively. Elements of input are interspersed with challenging questions and exploratory tasks. Most of the work is done in small groups of participants. The results of group work are shared by the peers for critical analysis and reflection.

The book draws on a vast amount of modern English teaching related publications and will hopefully be of use and interest to a broad readership in ELT (English language teaching) profession.

Radislav MILLROOD

Communicative Language Teaching

The aim of this unit

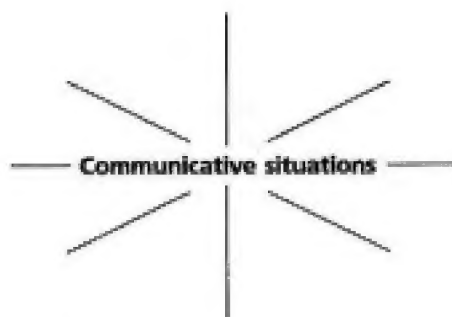
- To make you think about the communicative approach to teaching languages
- To analyze the concept of communicative competence
- To reflect upon communicative teaching techniques

What do you have to do in this unit?

- Warming-up discussions
- Input reading
- Self-assessment questions (SAQ)
- Exploratory tasks
- Integrated task

Warming-up discussion 0

*Warm up the concept of a "communicative situation" (situation, in which it is necessary to communicate **orally** and/or through **writing** in order to achieve a certain goal). Produce a "mind map" of the concept listing most typical communicative situations in your own real world.*



Input reading 1

The way towards communicative teaching

■ Warming-up discussion 1.1

Rate in order of importance the items that the students need in order to master the language communicatively (more than one item can get one rank).

Items	Rating
1. Vocabulary	
2. Grammar	
3. Pronunciation	
4. Knowledge of typical situations	
5. Target culture	
6. Skills in speaking	
7. Skills in writing	
8. Skills in reading	
9. Skills in listening	
10. Non-verbal means of communication (gestures, etc)	
11. Knowledge of how to deal with people	
12. Experience of making decisions in communicative situations	
13. Experience in playing a role	
14. Experience in problem-solving	
15. Experience in playing communicative games	

Pre-communication methods

A **method** is a way towards a goal consistent with an approach (theoretical teachings), principles (major guidelines emerging from the theoretical approach) and procedures (techniques, activities and exercises). A **technique** is a way to organize a learning procedure. An **activity** is

a procedure of getting involved in learning. An **exercise** is a skill-developing procedure. In the general form a method can be shown graphically.



The way towards communicative teaching has been a long and controversial one with advances and set backs. The **focus of attention** has gradually shifted from the **language as a systematic code** to the **language as a means of communication** with the search for an **effective method** of instruction and consideration of the **learner's personality**.

Grammar translation (H. Olendorf) or Prussian method included detailed analysis of grammar rules, translating sentences and texts into and out of the target language, memorizing rules and manipulating morphology and syntax, reading and writing.

Direct method (M. Berlitz) encouraged the use of foreign language in the classroom. Classroom teaching was conducted in the target language only. The learning process was mostly based on imitation and memorization.

Oral approach or situational language teaching was based on selection and organization of the "situations". "Situations" were organized with the use of concrete things and pictures. They were used to introduce the new grammar structures.

Audio-lingual method applied the principles of structural linguistics to language teaching. Pattern practice became a basic classroom technique. Audio-lingual method was the combination of structural linguistic theory and fundamentals of behaviorism (stimulus, response, reinforcement).

The **Natural approach** put emphasis on the exposure to language (comprehensible input) rather than formal exercises. The following hypotheses were at the foundation of the Natural approach: **the acquisition/learning hypothesis** (only natural-like acquisition can result in mastering the language while "learning" helps getting knowledge about the language), **the monitor hypothesis** (explicit knowledge has only one function, that of monitoring correctness of the utterance), **the natural order hypothesis** (the acquisition of grammar structures proceeds in a predictable order), **the input hypothesis** (the relationship between the input and language acquisition shows that learners need comprehensible input), **the affective filter hypothesis** (learners with high motivation, self-confidence, low anxiety generally do better in language acquisition).

SAQ 1.1

Match the following "methods" of instruction with their essential "features".

Method	Features
1. Grammar-translation method	A. Imitation
2. Direct method	B. Memorizing rules
3. Oral approach	C. Motivating learners
4. Audio-lingual method	D. Use of situations
5. Natural approach	E. Memorizing patterns

Humanistic approach

Warming-up discussion 1.1

Comment on the following revelation of a teacher:

"...if a student really works hard, and yet there is a danger of this student failing a test, although he or she has studied intensively for it, then I cheat. I take a pen that has the same color ink as the student used to write the test and I correct some of the mistakes so that the student does not notice and I can give a positive mark. And then I follow this up with a lot of appraisal and support..."

Humanistic approach emerged as a reaction to the behaviorist approach to teaching with the rigid teacher's control over the learners' behavior. The concern of humanistic tendencies was to enhance people's self-fulfilment and their role in directing their own lives.

Humanistic approach to language teaching emphasized the value of developing the learner's whole personality, the socialization of an individual in a group, creative activities with music, arts, etc. It was further developed in community language teaching. The method was based on counseling techniques. In lay terms, counseling is giving support to another person. This method was described as humanistic with self-fulfilment and secured self-esteem of the learners.

¹ Puchta, H. Learners, belief, identity and success. IATEFL 1999. Edinburgh Conference Selections. 1999. P. 71-72.

The priorities of the method were to develop learners' relationships in the group, to encourage the learners' feeling of security and belonging to a group as well as asserting their personal identity. "Learner autonomy" became a new and much discussed concept. Affective learning and learner anxiety were taken seriously as an important factor of effectiveness. Instead of the formulaic knowledge (the product of behaviorism) teachers tried to develop in learners heuristic knowledge.

Special attention was given to the issue of "**debilitating anxiety**", which unlike "facilitating anxiety" could hinder and even block the process of language acquisition. As a result of debilitating anxiety during the lesson, learners usually develop a "**defense mechanism**". Some of them withdraw from the work of the class, make a game of a task, fidget and let their attention wander or plunge into the world of fantasy. They can challenge the teacher with unacceptable behavior or passive aggression in the form of "silent protest". Some learners accuse others of their own learning problems. As expression of protest the learners join sub-groups of other failure-learners.

An important issue which is tackled by the humanistic approach to teaching is the **rejection of the learners** by their teachers. The rejection of this type can be hidden and show itself indirectly. These teachers prefer not to look at the learners, which they dislike (gaze of avoidance). The whole teacher's body movement is in the direction opposite to the learners they dislike. The teachers keep these learners at a greater distance and give them less verbal contact and addresses. These learners are denied teacher's supportive intervention and detailed feed-back that other learners formally enjoy. They are given a reduced teacher's waiting time.

The humanistic approach advocated "non-conflict", "non-judgment" and "empathy" in the relations of the teacher and learners. The importance of the humanistic approach lies not just in the effectiveness of language learning but also in the development of the personality.

The humanistic approach facilitates **the self-fulfilment of learners**. Self-fulfilled people have a healthier psychic and are more capable of a creative non-stereotyped behavior. This helps them to identify easily with the group. They demonstrate a more accurate perception of reality and accept it without unnecessary conflicts. They focus more on cognitive problems and less on themselves. These learners possess the capacity for peak experiences (through love, music, art, nature, etc.) and a greater aptitude for empathy with other people. They are able to see things other than in black and white. Self-fulfilment of learners is achieved through **learner-centered teaching** by using interactive tasks in pairs and small groups, creating a supportive environment and building confidence in learners.

Exploratory task 1.1.

Study the following descriptions of the learners and reflect on the possible reasons that explain their learning difficulties. Suggest recommendations to improve the teaching situation. What individual features of the learners have to be respected by the teacher?

Descriptions	Reflections	Recommended
1. Frank is shy, withdrawn and obtuse. When called upon for an answer in class, he hesitates a lot and sometimes does not respond at all. When pushed, his answers are usually incorrect. However he does well with written homework.		
2. Mark is a delightful student. Very active and enthusiastic in class. He never has enough time to complete the task in class and rarely finishes the test on time.		
3. Mary is inattentive and never follows explanations in class. She does not seem to understand the grammar rules. However, the next day she knows the rule perfectly.		
4. Clara is very motivated to study English but finds it meaningless to take part in communicative activities. After communicative lessons she feels frustrated.		
5. Vera is clever and likes to take part in discussions. However, while talking she often makes slips such as forgetting, blurring or mixing up word endings.		

(Some examples are adapted from Leaver, B. Teaching the Whole Class. The AGS1 Press, 1993. P. 4-8.)

Intensification tendency

Total Physical Response (TPR) is the combination in the teaching method of speech and action. The method combined verbal rehearsal with motor activities.

The Silent Way was based on the premise that the teacher should be silent as much as possible in the classroom, while the learners will produce more language. A typical feature of the Silent Way is the use of color charts and rods as memorable images and signals to help in verbal responses. The proposition underlying this method of instruction was that learning is facilitated if the learners discover or create even with minimal language skills rather than rehearse and remember.

Suggestopedy aimed at optimising learning by music and rhythm, authoritative teacher's behavior and "infantilisation" of learners, physical and psychological relaxation. The focus was on the memorization processes, which according to the authors, was 25 times faster than in conventional learning.

Another example of exploiting resources of the human psyche in teaching languages is **neuro-linguistic programming (NLP)**. NLP is shaping one's inner world through reevaluating one's experience and using the power of the word. It aims at opening up one's inner resources as a way towards **accelerated learning**.

Exploratory task 1.2

Try to memorize the following groups of words using different techniques. Recall the words a minute after all the tasks have been done. Write the number of memorized words in the space provided and share the results in the group. Reflect on the reasons for diversity in the results (the meaning of the words should be made clear first).

Task 1	Task 2	Task 3	Task 4
Memorize the words by marking rhythm with your hand.	Memorize the words by associating them with physical objects that you hold in your hand.	Memorize the words in complete relaxation.	Memorize the words by imagining clearly and visualizing what these words mean.
Wary, tortuous, dupe, hype, lumber	Balk, upshot, slobber, freak, virile	Floss, tryst, mediocre, tassel, tacky	Zep, trammel, largess, thud, gullible
Number of recalled words			

Communicative language teaching is based on a number of typical features of the communication process. Language learning is understood as **learning to communicate through communication**. The emphasis is put on the **meaningful and motivated use of language** by the people who communicate in order to achieve a certain goal.

Language for learning is derived from **communicative experience in a variety of real world situations**. **Fluency** is put over **accuracy**. **Interactive learning** is encouraged as the way towards acquiring **communication skills**.

The learners are taught **"negotiating the meaning"** (working towards better understanding each other), and **"using communication strategies"** (e.g. circumlocution).

■ Exploratory task 1.3

What features of communicative teaching can you detect in the following activities?

Activities	Features
1. Find the differences between the pictures that you and your partner have without looking at these pictures and only by asking questions.	
2. Role-play a job interview, in which you want the job as soon as possible while the manager is taking time and is hoping to find a better candidate.	
3. Agree or disagree with the given statements by marking them as "true", "false" or "debatable" and give reasons for every answer.	
4. Each of you have heard only a little bit of the announcement at the airport. Put your bits of knowledge together to find out what you need.	
5. Hold an opinion poll in the group by asking everybody questions and report the results (every learner has a set of their own questions).	

































































































































